*Millsaps College Bulletin*

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# A Great Teaching Triumvirate

*By*

Alfred P. Hamilton

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## *A Great Teaching Triumvirate*

This issue of the Millsaps College Bulletin is dedicated to the brief and inadequate evaluation of the lives of three great teachers, who in their characters and unique personalities summed up and symbolized Millsaps College to generations of students who went through its halls and sat at their feet.

They represent a type of teacher that has all but passed out of existence. They were widely different in personality, but running like a golden thread through the teaching of all three, was a common passion and purpose that changed the lives of those who sat under the spell of their inspired and winged words.



Dr. Ricketts was one of those rare spirits tried in the crucible of War between the States, who came out of it with all the dross burned away and only the pure gold of character left. Men on whom the awful burden fell of rebuilding a nation out of the shreds and tatters of a once proud civilization, whose economic, religious, educational and entire social structure had been all but obliterated, as by an atomic bomb.

Many of these men of the old South saw that the way to start rebuilding was in the hearts and minds of a people whose morale was shot to pieces; a spiritually shell-shocked people. So they turned to the schoolroom and the pulpit in order to build a new social order in righteousness on a realistic foundation; but with faith in a new and better day. The Webbs of Tennessee were of the same type. And of course their great, peerless leader, Robert E. Lee himself, had led the way by going to impoverished Washington College as its head, in order to try there to develop a new leadership for his prostrate country; a leadership that would face the future undaunted, and with a better understanding of democracy and the brotherhood of man.

R. S. Ricketts was already equipped with a college education for he was born in 1843 in Vicksburg, Mississippi, the son of R. B. Ricketts, who was a Methodist minister there at the time. His family soon went to a sugar plantation near Baton Rouge, however, and he later attended Centenary College at Jackson, Louisiana, where he graduated and then entered the Confederate Army in the Signal Corps.

Robert S. Ricketts came of pioneering stock used to the hardships concomitant with the building of a new civilization. A century ago Mississippi was more or less on the frontier. Texas had not yet won her freedom. Louisiana had an older culture burgeoning from the lower reaches of the Gulf and New Orleans.

Not long before the period under review Centenary College had been founded at Brandon Springs, Missis-

sippi, but had later been moved to Jackson, Louisiana, in the rich sugar country, across the Mississippi River from Natchez, whose culture was more or less contemporaneous with New Orleans and the Evangeline Country.

Young Ricketts grew up in that grandiose, ante-bellum period on a sugar plantation near Baton Rouge, in a Protestant environment as compared with lower Louisiana, and was sent to Centenary College at an early age. This college was named in honor of the hundred years of Methodism, from the time 1739 at Aldersgate Street when John Wesley's heart "was strangely warmed."

True to their Methodist traditions, young Ricketts' mother, Martha Cosby Ricketts, had been sent to Elizabeth Academy near Natchez, and there went to school with the mothers of Bishop Galloway and Colonel W. L. Nugent. R. S. Ricketts was a contemporary of these two men, one an outstanding pulpiteer and the other a great Methodist layman. He was a close friend of both men.

As was said above, he already had his college training when he entered the Confederate Army though he was a very young man when the war broke out. In those days, however, private schools were in vogue throughout the South, where public schools were sparse and rare.

Robert S. Ricketts was tutored privately on the plantation out from Baton Rouge together with his brothers, a common custom of the time. Then he attended the private school of Mr. Magruder in Baton Rouge, riding back and forth on horse-back every day. This schooling lasted for several years.

Magruder's School was very much like Webb School of later years. The old classical curriculum was thoroughly insisted upon and given. Many men of later prominence were trained here as boys. Mr. Magruder, the head, was related to John Magruder Sullivan of the Millsaps College faculty who as a boy attended this school.

Private instruction no doubt enabled him to cover much more ground more thoroughly than would have been the case



in a large public school in which the individual is lost in the crowd, as in our modern high school. At any rate, young Ricketts was a very able and scholarly teacher for many years, over fifty years indeed, and left his impress on generation after generation of boys and girls who testified throughout life of the wonderful influence he had on their lives.

He taught first at Port Gibson Female Academy, long a famous seat of learning in Mississippi, associated with the name and career of Irwin Russell, well-known poet and literary man. Dr. Ricketts' first wife was of this place, Miss Kate Berry. After her death, he went to Brookhaven to teach in Whitworth College, where he married Bertha Burnley, a graduate of Whitworth College. She was the mother of R. B. Ricketts, a lawyer of Jackson, Mississippi until a few years ago, Bertha Ricketts Sumner, and Edwin Ricketts an engineer with the Edison Company of New York City, and John B. Ricketts, a lawyer of Greenville, South Carolina. Mrs. Sumner has become a writer and author of distinction.

Dr. Rickets came to Millsaps College to teach in the preparatory school of the college in 1894 and spent the rest of his career here. He was once offered the presidency of the I. I. and C. at Columbus, but refused it on the grounds that he could serve better where he was, as a "school teacher" not as a "professor." The latter title he always avoided, preferring to be called simply a school teacher. He was essentially a modest man. He did not seek position or fame, but he had all the essentials of greatness as his old students by the hundred will tell you.

Though he was not an ordained minister of the Methodist Church, his whole life was better than any sermon and has been incarnated and reproduced in hundreds of men and women throughout these states, but especially Louisiana and Mississippi. As his daughter said to me in a letter quoting a business man's statement about her father, "Trouble with Scott Ricketts is he's always looking out for the other fellow." No doubt the "hard-headed" business

man meant to say that Scott Ricketts would be a much richer man if he hadn't paid so much attention to the other fellow. Perhaps so, but I wouldn't be writing about him today and you wouldn't be hearing about him, if he had been just that sort of man.

He was the sort of man to whom other men came in trouble. There was something about him that made other men instinctively turn to him for counsel and help and comfort. His nature was serene and calm but withal joyful. His religion was filled with good cheer and gaiety; he had no use for a long-faced piety that simulated sanctity and did not enjoy life. His was an unconscious goodness and saintliness, and a simplicity of faith and life that scorned pretense and cant.

I heard a man, who himself was a very saintly character, say of Dr. Ricketts one day, "You know, he is one of our saints." Just as he avoided the use of high-sounding titles in his profession, so he would have been the first to deprecate the use of the word saint of himself. But it was the title that others instinctively thought of when they thought of him.

The following estimates of his life and character are by two men who knew him intimately, one as colleague on the faculty, and the other as pupil—Dr. J. M. Sullivan and Dr. Nat Golding. They are included to serve as illustrations of the impact of this great personality on a mature man and upon the plastic, growing character of a boy in his classes:

"Professor Ricketts was 'a man without guile,' chaste in thought, noble in purpose, well-informed, gifted in the communication of his wisdom, highly cultured in the use of pure English, unpretentiously influential, a great and typical Christian gentleman. He was affable, companionable, and appreciative of wholesome humor. He was devoted to his home and gloried in the Christian character, educational qualifications and high purposes that he lived to witness in the lives of his children.

"As I knew him, Professor Ricketts was extremely modest, never a seeker of worldly fame or high position, but



definite and firm in his convictions and always ready to give account of the faith that was in him. His supreme satisfaction in life was in the devotion of his powers to the training of mind and heart in the lives of the many girls and boys who came under his tuition at Port Gibson, Whitworth and Millsaps Colleges; and the great success that he achieved is testified to by the devotion and abiding esteem in which he was held and remembered by all of his pupils.

"It was during the early years of the professional life while Professor Ricketts was at Port Gibson Female College, that Centenary College conferred on him the honorary degree of Master of Arts in recognition of his proven gifts and genius as a teacher. When a doctorate was conferred upon him in the latter years of his life by Millsaps College, in appreciation of his long and valuable service as an educator of superior rank, he modestly received it with deep feeling of gratitude for the sincere expression and the high esteem that it symbolized.

"Long to be remembered were the ministries of Professor Ricketts as teacher for many years of the Men's Bible Class of the Methodist Church, now Galloway Memorial, where Sunday after Sunday his faithful teaching was thought-stirring and soul-inspiring.

When the passing of Dr. Robert Ricketts was announced, there were many far and near who were saddened by the news of his death, but who felt a new sense of gratitude that they had known him and come under the sweet influence of his life."

*J. M. Sullivan*

The above letter was written by Dr. J. M. Sullivan in appreciation of the life and character of Dr. Ricketts from the standpoint of a fellow member of the Millsaps faculty.

Immediately following is a letter written by Dr. N. J. Golding who was a pupil of Dr. Ricketts in the old Millsaps Preparatory School.

"Perhaps, one of the outstanding characteristics of Dr. Ricketts as a man was his gentleness, coupled with a firmness found in very few men. I knew him for seven years, and in that length of time I never heard him raise his voice as he spoke to anyone; and yet I have seen him quell a would-be uprising of students with a half dozen words. He was genuine, true, worthy, honorable. No man in all the years of my life has cast a longer shadow than Robert Scott Ricketts.

"As a teacher he came as near being perfect as anyone I ever knew. The subject that he was assigned to teach was an open book to his mind. He knew; he did not guess about the things that he was teaching; and his manner of presenting truth was so strikingly simple and beautiful that one longed to learn from him. As a disciplinarian, he was the best I ever saw. Quietly, courteously, kindly, he ruled his classroom. He was an inspiration to those he taught. One instinctively tried to do his best for this master teacher.

"As an illustration I relate one instance that came under my direct observation. In a class of some thirty-five boys, there were three whom he relied upon to always solve the problems that were assigned. On one occasion these three along with the rest of the class failed to bring up the work. When it became evident that the problem had not been solved by many, if any, he began to call the roll; and as he came to the names of these three outstanding students, he skipped their names and went on and called the others; and then he went back and called this particular three. When each one of these were forced to answer, "No, professor, I did not get the problem," the grand old man turned his face toward the window and looked out toward the western sun and said, "The old guard has failed me!" I have never seen such a peculiar demonstration in a classroom in all my life. There was a hush and calm that struck to the heart of everyone who was present. Not only these three but all the members of the class had in them born a deep seated resolve that never again would this grand old man have to say that he had been failed.

"He was not only a magnificent teacher in his chosen field of mathematics, but he brought to his teaching of mathematics a remarkable knowledge of all the elements that go to make up liberal education. His teachings were colored by all of the impacts of a long life of study and diligent living in those things which make for the best life. His most outstanding characteristic as a teacher was his Christian idealism. He brought to his classroom the presence and power of the Master Teacher himself, even Jesus Christ.

"As a moulder of character "Daddy Ricketts," wielded a marvelous influence. No one, young or old could be in his presence without feeling that he was with one of God's chosen. There was no sanctimoniousness about him, but truth was a living reality to him; and he lived it every day. No one could be false or little or mean or contentious in his



presence. His was the priceless privilege of so demonstrating the Christian life that people would see in him his Lord and Savior, Jesus Christ. Like a master painter, he took the simple life about him and touched it with a glow of his own inner spirit and gave to the lives that he touched an upward and onward look that leads to the gates of God.

"Wonderful man, matchless teacher, prince of character-builders—of all mankind that I have known, the best."

*N. J. Golding*

These letters written from two different points of view amply illustrate the powerful impact of the personality and spirit of Dr. Ricketts. Such statements could be multiplied over and over again.

## George W. Huddleston

Just halfway between R. S. Ricketts and J. Reese Lin comes George W. Huddleston, twelve years younger than the former and thirteen years older than the latter. Each one of them represents a period of the old, changing and new South. Ricketts came out of the South in its booming, burgeoning heyday, when slavery was at its height on the sugar and cotton plantations. Huddleston was born just before the whole economic system of the South crashed in the maelstorm of Civil War in 1865. Lin was born just three years after Appamattox and knew the harsh, lean years of Reconstruction as a small boy. But he was young enough to hail and lead in the South's renaissance—cultural, educational and social. One grew up in Louisiana, another in Mississippi and the third in Georgia—all states of the Deep South and of the "Cotton Kingdom."

By a strange coincidence George W. Huddleston was born in the same county in Georgia (Monroe) in which J. Reese Lin was born. All three of these men were sons of Methodist ministers, although G. W. Huddleston's father was a Congregational Methodist.

While he was born in Georgia, nevertheless he was brought to Decatur, Mississippi as an infant and grew up

in Mississippi, except for the years of the Civil War when the Huddleston family refugeed in Dayton, Alabama. The father was a chaplain in the Confederate Army during the war. They returned to Decatur, Mississippi after the war.

His mother had died when he was five years old and he was the eighth of ten children. He was the special charge of an older brother, Wiley Rufus Huddleston, who, however, was killed in 1865 in the war.

Schools were scarce and George got most of his education in this period under private tutors. He was on his own at fourteen and worked on a farm until he was eighteen. He decided to go to college at this time. His first intention was to study law at the University of Mississippi, but he was persuaded by Dr. J. K. Brunner of Hiwassee College, Tennessee to attend that institution. He graduated, married the president's daughter and returned to Hiwassee to teach for some years.

In 1908 after the death of his first wife he was married to Mrs. Mitty Jordan who survives him and lives in Jackson at the present time.

But he eventually came back to Mississippi to teach as principal of a high school in Dixon, Mississippi, and later as co-worker with his brother, Charles Huddleston, on the faculty of Harperville College, finally to the Preparatory School of Millsaps College as associate of R. S. Ricketts. After the Preparatory School was discontinued he served as Assistant Professor in the College in my department. At the same time he served as president of the State Board of Examiners in the State Department of Education under Mr. Bond. This position he held even after retiring from the faculty of Millsaps College. He was connected with the college for over thirty years.

And without a break he taught in the schools of Mississippi and Tennessee for more than fifty years. He lived to be eighty-five, longer than either one of the other two of this great triumvirate. The average age of the three men, however, is seventy-nine years. Teachers are long-



lived and are so rated by insurance companies. Dr. Huddleston is the only one of the trio who was a licensed minister in the Methodist Church. He was shrewd in business and succeeded in leaving a comfortable estate in spite of the fact that he lived as a young man in the poverty-stricken areas of war-swept Deep South, and never had a salary that today would be considered even the minimum for keeping body and soul together. Also, in spite of the fact that he was always generous with his means. Many a boy was helped along the way to his education by loan or gift from this tender-hearted man and teacher. There are many today who rise up and call him blessed.

To me one of the moving sights of my first years at Millsaps College as a young professor was the early morning walk of Daddy Ricketts and Professor Huddleston up State Street to the college campus and old Founder's Hall, where the Preparatory School was housed, to start the day's work. You never saw one without the other as long as Dr. Ricketts lived. These men belonged to a generation that produced strong men and leaders of men—men with a sense of mission and of responsibility to God and their country.

They had a sense of responsibility because they had a deep-rooted faith in God. God was at the center of their universe and that universe had moral integrity. As individuals in this moral universe they were integrated with the Christian Social Order in which God was gradually bringing in His Kingdom by means of His Church. Each one had a definite part to play in the process, a role to enact. For this, he was answerable unto God. It is beautifully expressed in Bishop Galloway's favorite hymn:

A Charge to keep I have
A God to glorify
A never-dying soul to save
And fit it for the sky
Help me to watch and pray
And on Thyself rely
Assured if I my *trust betray*
I shall forever die.

You perhaps would answer to all this, "Yes, but isn't that a religious version of 'rugged individualism'? Where is Social Conscience?" The answer to that is in the lives of these three men. Each led a dedicated life, consecrated to the task of the amelioration of the social order in which he lived. They pleaded eloquently in the cause of a better body-politic, a Christian interpretation of race relations, an economic order shot through with Christian ethics, often at the risk of unpopularity. But such considerations never deterred men of such character and courage as these. And they lived in times that required courage and stamina—"the times that tried men's souls."

## J. Reese Lin

By the uniqueness of his character and personality Professor J. Reese Lin became the symbol of Millsaps and its spirit for a generation. As was said of him by Dr. D. M. Key at the time of his retirement from active teaching, "He set his stamp on that spiritual entity that was and is Millsaps."

Born in Forsyth, Georgia, he grew to adolescence in that stormy "tragic era" known as the Reconstruction, so drastically portrayed in *Gone with the Wind*. After graduation from old Emory College in 1887, he became a leader in the educational revival in the new South, as principal and superintendent of schools in Georgia, Louisiana and Mississippi. He did graduate work in Vanderbilt, Cornell and Columbia universities from time to time during his career.

Coming to Mississippi in 1899 as superintendent of schools in Wesson, he left here his abiding stamp and impress upon the plastic mind and character of the future Bishop J. Lloyd Decell, at that time a mere lad in his teens. From here he went as superintendent, successively to Natchez and Alexandria, Louisiana; going in 1909 as professor of Philosophy to Central College in Missouri, and finally to Millsaps College in 1912.



At various times during this period he served on the faculties of the summer schools of Tulane and the University of Mississippi.

As was said of him by an old student, Dr. Michel C. Huntley, "He had been at Millsaps only a few months when he was able to persuade his president that the college should have a place in the membership of the regional accrediting body known as the Southern Association of Colleges and Secondary Schools. Through his efforts the college was admitted to membership in the Association in November, 1912, making it the twentieth higher institution in the roll of members at that time; now numbering over two hundred.

He was a charter member of the Commission on Secondary Schools. The organization of this commission marked the first step in accrediting procedure in the Southern States. Professor Lin for twenty-three years consecutively represented Millsaps College on this Commission. Few men in Southern education hold such a record."

So we see that for forty-six years Dr. Lin exercised a powerful formative influence in education in the South and in Mississippi, by sheer force of character, brilliant intellect, and class-room performance, as well as in educational bodies and as trustee of Whitworth College.

A man of strong convictions, he had no patience with moral flabbiness and lack of stamina. Many times he has said to ministerial candidates, "Don't be just good, but be good for something."

He grew up in Georgia amidst the traditions of men like Longstreet, Henry Grady, Joel Chandler Harris, Atticus G. Haygood, and Warren A. Chandler, so that a keen sense of humor, and the human touch were his natural heritage. He was satiric, but not sardonic, witty but never cynical; withal a spectator of the human scene, a philosopher who believed and practised honest thinking, virtue and the good life. He was a composite blending of the old and the new South.

It was said of him by a former student, Mack Swearingen, at the time of his retirement, "Classroom routine, catalog description of courses, arbitrary boundaries between fields of knowledge were all equally ignored by him when the occasion demanded a broader view. Mr. Lin did not believe that human knowledge is neatly separated by catagories, or that there is any such phenonemon as knowledge dissociated from day by day human life."

Like Socrates he left his monument not in marble, but in the lives of his pupils. In the crypt of St. Paul's Cathedral engraved on the tomb of Sir Christopher Wren, its architect, is a Latin inscription which translated reads, "If you would see his monument, look about you." So it might be said of this great teacher, if you would see his monument look about you—in the counting-house, in the school-rooms, in the pulpits, on the bench in halls of Justice, in the happy homes of this great country. You will find men and women in all walks of life, who carry the indelible stamp of his life and personality in their hearts and minds.

He scorned compromise with evil, hypocrisy, or halfway measures. A man of strong convictions he had nothing but contempt for vacillation and lack of courage. But better still, he could inspire this passion for the noblest and best in others. His students caught his enthusiasm.

As Dr. Key said of him, "Character is caught not taught. It is caught from those who have character and the yearning for it, at the fever stage. Professor Lin's admirations were forever at that contagious temperature."

So well did he catch their imaginations, that whenever they came back to the campus, invariably he would be the first one asked for and inquired about. And they would say, "I will never forget him, he changed my life."

A year or two before his death, during his retirement, he was called on to speak before a Classical group in the college upon the theme "Plato's teaching about immortality." It was one of the most inspiring and brilliant addresses that I ever heard him give in the almost thirty years of our



acquaintance. I like to think of him now that he is gone in the afterglow of that scintillating lecture, calling to mind the various arguments for immortality which he gave from Plato, and his own simple, but brilliant analogies. And also to think that now he has come into a complete and full knowledge of those things of which his intuition gave him a forestate, by a sort of vaticination of his great heart. And now he can sit down with Socrates and Plato and all the great prophets of old and discourse with them to his heart's content for more than ten thousand years to come.

And so we could go with one after another tribute from many sources, as to his character, his teaching, his uncompromising attitude toward truth, honor, and integrity.

In short, he was a Christian gentleman of the old school, a devoted churchman, intensely patriotic and courageous, always alert and keenly aware of the trends of the modern day. No one who ever knew him will, or can forget him and his vital personality.

In the last scene of *Goodbye Mr. Chips,* you remember, his old boys are all gathered about his bed as he comes out of a sort of drowsy coma and says:

"I thought I heard you—one of you—saying it was a pity—a pity I never had—any children . . . . eh , , , but I have, you know . . . . I have." The others smiled without answering and after a pause Chips began a faint and palpitating chuckle. "Yes—I have," he added with quavering merriment. "Thousand of 'em . . . . thousands of 'em, all boys.

And soon Chips was asleep."

*Alfred P. Hamliton*

*Millsaps College Bulletin*

BACCALAUREATE ADDRESS
SUMMER CONVOCATION
MILLSAPS COLLEGE
AUGUST 12, 1947

★ ★

# Education— The Art of Living

By

DR. ALFRED P. HAMILTON

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The Baccalaureate Address, delivered by a member of the faculty, Dr. Alfred P. Hamilton, presents in brief the aims and methods of education in a Liberal Arts College; more practicularly a college of the church-related type, for after all the aims of both coincide in almost every phase. Christian education is Liberal education in the highest sense.

M. L. SMITH, *President*

PROGRAMME

1. Processional

2. Invocation—Reverend R. T. Hollingsworth ('23) Pastor—Pontotoc, Mississippi.

"Unto Thee, O Lord, do we lift our hearts in grateful praise and adoration for the many blessings that are ours on this day. High among them being the free privilege of worship, which has been closed to many peoples, who by nature are as good or better than we. May we, therefore, by the lift of thy mercies and the quickening sense of thy presence, be able to do the more for Thee that we are capable of doing.

Our hearts go out to Thee in thanksgiving for the memories involved in this day's activities; for we feel the hallowed presence of those we have loved and honored, some of whom we have lost for a time, whose beneficence and spiritual skill have marked this Institution for an eternal purpose. Bless the memories that burn within us this very hour.

We are humbly conscious that some of us have sown so sparingly and yet reaped so bountifully that like David we have reward for our desire. Richly bless we pray, O Lord, everyone who has invested in the Christian culture-training of the fine youth who compose this class, in whose honor we meet today. Grant unto them the rich reward for duty well done, and may each member of this class so live and love and labor as to bring honor and grace and dignity to this hallowed institution.

Forgive us our sins and especially bless him who brings the message of this hour. We humbly ask all in Jesus name and for his sake. Amen.

3. Piano—Funerailles (Liszt) ..... Billy Crout

4. Address—Dr. A. P. Hamilton, Head of Classical Languages Department.

## EDUCATION, THE ART OF LIVING

### Education For The Individual

Those who have spent four years in college as you have, are like travelers on a road in quest of a distant goal—the meaning of life. Not a super-transcontinental highway crowded with high-powered cars. No, but a road for pedestrains, willing to stop occasionally and view the charm of scenery. Not in too great a hurry to stop and study signposts, to be sure of the way.

There are no hitch-hikers on this road, for no such thing as "thumbing a ride" is allowed. Each one must go on his own power; must find his way to the next signpost.

There are pleasant fields and gardens by the way, in which happy hours can be spent. There is the garden of literature, ancient and modern, full of sweet smelling flowers and trees that cast a cooling shade. There is the field of Science, where the Creator's handiwork in earth and stone, in plant and running brooks and sky, can be studied at first hand.

There is the pleasant grove of Academe, where Plato discoursed on the Highest Good; the field of History, where the whole, moving panorama and scene of man's laborious struggle to conquer the earth and become worthy of the title *homo sapiens,* can be viewed with awe and wonder. The signposts at first were mystifying to you. One was in mathematical symbols, others were printed in foreign languages; still others in chemical and physical formulae. With such mystical symbols as guides and signs on the way, resentment and rebellion sometimes filled the traveller's mind and loud complaint and questions filled the air. "Why waste time like this? What use are Mathematics, Languages, Astronomy, (stargazing), even English literature, to a doctor, a lawyer, a dentist, or an engineer?"

As travellers on this road you have heard over and over of the Liberal Arts College, the humanities, without being convinced of their validity, perhaps.



Are you startled when I say that the greatest benefit to be derived from it all will not lie in any *conscious* or deliberate *use* of what you have learned here, either now or in the future, but rather in its unconscious or sub-conscious use, day after day? In the ordinary, routine choices, not merely in life's great crises and cataclysmic changes. It is only when discipline of the body or of mind has become an integral and inseparable part of the personality that it really functions and becomes effective. Education is a subtle thing of the spirit, and that is not in any sense mysticism.

You ought then to come out of this four-year experience, a new man or woman, a different person, if you have really learned in the process.

In many years as a teacher, a great number of these wayfarers have entered my freshman classes, followed the routine, passed from one class to the next, and finally graduated, but so far as was visible to the naked eye they were not one whit different at the end from what they were the day of matriculation.

Nothing had happened inside of them. They were impervious to new ideas, resented the urge to think, to push out their mental and spiritual horizons to the far spaces.

That is a sad spectacle. There were others who seemed to be alert and eager, whose minds apparently were growing and enlarging and life to all appearances took on a new meaning throughout their college years. But after the lapse of ten, twenty, or thirty years, I have met them again, and they had not grown in mind or soul one iota since the day of graduation. All the fine enthusiasms of youth had vanished. They had sunk into a dull apathy of spirit. This is of all the most disappointing and saddening experience.

### Education, A Means, Not An End

This leads me to say then, that what you have done here is not an end in itself, only a means. And it is so intended.

Just as you today could not wear the same clothes as the day you entered the first grade in school, or of any



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succeeding year, so you must show growth in mind and heart not only in these college years, but for the rest of your life.

Apply this reasoning to the various fields of knowledge that have been pursued in the college course. Are they of any use? What are they good for? And what is meant by "use" or "useful"?

College is merely a proving ground in which you become aware of latent powers and develop them to highest quality. None of the academic process is on a quantitative basis.

Except for teaching, nothing learned here is primarily intended as a tool of trade. We do not teach you how to make a living, but how to live. Do not worry then if the subject matter of the freshman year is already hazy in your minds. Nothing is more fatuous than the statement often heard from college graduates in the years after college, when they say: "I have forgotten all I ever knew about chemistry or calculus or Latin or History." Perhaps it is so, though doubtful. But for the sake of argument let us agree. What of it? The skill acquired in doing it once, the "know-how," is still there, whether realized or not. It has become an invisible, but just as real part of the vary texture of thought and being.

If everything else I may say is forgotten, please remember this: your education and what you have become is you. It is not something to be picked up or laid down at will, not something handed out in a package or even in a sheepskin. It is not something that we, your teachers have given you, but it is something you have done for yourself. For, as a matter of fact, no one can teach another anything at all. The student teaches himself all that he ever learns. The teacher merely shows him how to get it for himself.

Quintilian, the Roman critic, said long ago: "Education consists not in what you remember, but in what you *can't forget.*" He said in an epigram what I have said in many words.





Let me say again that your education is a subtle matter of the spirit. An intangible thing of personality change and development. You have learned a way of life, how to be a liberal artist, if you please, or the art of living. It is not accidental that the curriculum pursued has been called the liberal arts.

Everything in it is an art. In the final analysis even those fields called the exact sciences are but arts, and your scientist is an artist thinking God's thoughts after Him. For without imagination there is no divine spark between mind and mind, or spirit to spirit. I maintain that Pythagoras demonstrating the theorem of the *Pons Asinorum* to his disciples twenty five hundred years ago, drawing it to scale, proving it step by step, was a supreme artist as well as a philosopher and scientist. There is really no fundamental difference between the two.

So you have learned to become artists of the way of life, of the way of thinking and of expressing thought, if you have learned at all.

And you must view life and your vocation as an artist would, even though the approach is by scientific methods and tools of precision; just as the astronomer views the sky. He must of necessity employ his scientifically correct tool or instrument, the telescope, but use it only as a means to look in breathless awe upon the divine panorama of the star-bedight heavens, and the interstellar spaces of the boundless universe. Thrilling with expectancy "like some watcher of the skies when a new planet swims into his ken." He must be a scientist, yes, to know with accuracy and precision just what the Divine Artificer has thrown out on that gorgeous canvass for him to see. But if he is no artist, reconstructing in his mind the cosmos out of inchoate masses and galaxies of other worlds, then he has lost the full meaning of what he as a scientist gazes at and writes down in mere dull facts and figures. He must not only see the moon as a planet, but also be able to see it as Diana chasing her stags down the ecliptic.

So you have the tools of thought in your hands, and to push my figure a bit farther, with mind and heart trained for accurate thinking and living you must become a living telescope, a human precision instrument through whom those about you can catch a vision of a better world than we of our generation have been able to show them.

### Education For Society And Service

So much then for the subjective or personal, self developmental side of education. Up to this point, it has been what you get out of it, what it does to you and for you. If that were all, the whole process would be in vain, so far as the world is concerned.

As an educated individual you have no right to say: "I will live my life as I please regardless of others, it is my life, my education, I worked for it." That may be true partially; but others have worked that you might enter into their labors, and enjoy privilege.

It is estimated that merely in dollars and cents for every dollar put into his education by the student the institution has put up four: in endowment, teaching staff, building and grounds, and what not. But that is not the most important factor. Thousands of generations of men and women have toiled and fought and lived under pain of death, inquisition, and even died at the stake, that the precious right of reading what they chose, writing what they thought, of saying what they pleased, unhampered and unafraid, might be handed on to you and me.

Just as those mighty oaks out in front of this building send down their roots into the good earth made fertile by thousands of generations of leaves that have fallen season after season, so are our rights rooted in the rich humus of the lives of those who have gone before.

Those green leaves of today would be impossible but for that fertilizing past in which they root, and the deeper these roots go down the higher and greater grows the oak above ground.



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Thus you and I are grounded in an immemorial past and to those great souls who have made you and your future possible, there is owed an immeasurable debt of gratitude.

Over the entrance of the main building of a college in Alabama where I once taught is this inscription carved in stone: "Enter to grow in wisdom, go forth to apply wisdom in service." This sounds rather sententious and old-fashioned, but nothing is more needed in this day of shorter and shorter hours for more pay, when the seeker of employment is asking: "What are the hours, and how much do I get out of it?" Than some such homely and homiletic injunction to those seeking a place in the world's work.

Your first question now should be: "Where can I serve best, and how, with my present equipment?" And only after this question is settled dare you ask: "What is the reward?" The answer is that society never fails to reward those who serve it wholeheartedly and unselfishly.

First of all choose a vocation in which you can have all the fun of play, for which you get paid. Otherwise it is the drudgery of hard labor in which you are like the "quarry slave scourged to his dungeon."

These are not the words of an idle dreamer who has been in the cloistered walls of college all his life, but of one who has been a spectator and an active participant in the game of life since he stood where you stand today thirty-nine years ago.

Some of those who stood on the threshold with me that day have let the oil in their lamps go out and allowed the eager expectancy and glow of youth to subside into a dull cynical disillusionment. But others of them happily have gone out with the self-forgetfulness of the Happy Warrior and are today famous inventors, great physicians, judges, teachers, and faithful ministers of the gospel; each serving best where his greatest talents lay.

So now I give you the challenge, as you go forth into a world distraught with fears, anxieties, disruption, and a chaotic economy, in need of trained brains and hearts as never before in history.

It is a challenge to your manhood, a challenge to your unselfishness, to all that is in your determination, character, and goodwill.

And I feel moved as Elisha did of old when the young man, his disciple, saw the hosts of Syria encompassing the city and cried out: "Alas, master, how shall we do?" Elisha replied: "Fear not, young man, for those that be with us are greater than those that be with them," and he prayed: "O, Lord, open the young man's eyes that he may see. And his eyes were opened and behold the mountains round about were filled with horses and chariots of fire." So I pray that the young man's eyes may be opened and that you may see in the midst of dismay at the enemy chariots surrounding us on every hand, that the mountains above us are filled with chariots and horses of fire.

You carry with you our hopes and prayers and our love.

5. Awarding Degrees:—

## CANDIDATES FOR BACHELOR OF ARTS DEGREE

Attyah, Mary Rose
Brewer, Billie Jeanne
Briggs, Sara Dixie
Bufkin, Carolyn Ida
Burnet, Eugene Joseph
Davis, Velma Hughes, (Mrs.)
Fox, Carl Abner
Geesler, Bessie Wilde
Hamilton, Clifton Merritt
Hamilton, Lurline Clark (Mrs.)
Herring, Catherine Ellis
Hovious, Nathaniel Johnson
Johnson, Theodore Eugene
LaCour, Paul Anderson
Lester, Daisy
Minyard, Helene
Mitchell, Meryln Edith
Murphy, Helen
McCormick, Martin Luther, Jr.
Pigott, Otho Keith
Ross, Maury Glenn
Stein, Lillian Taylor (Mrs.)
Youngblood, Donald Swayze
Youngbloood, Harmon Hollis

★ ★ ★

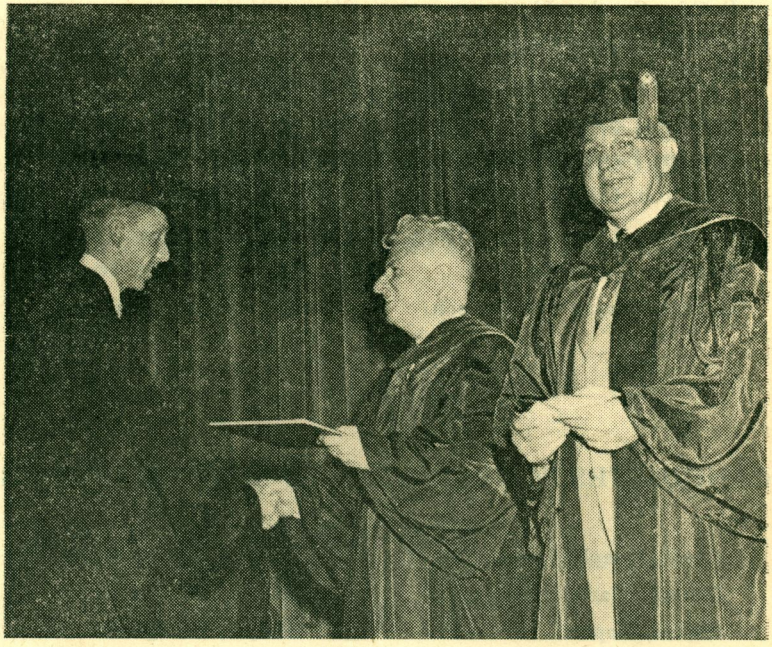
## CANDIDATES FOR BACHELOR OF SCIENCE DEGREE

Cagle, Joseph Wheeler, Jr.
Denser, Clarence Hugh
Hester, Ruport
Hollingsworth, Robert Thomas, Jr.
Patterson, J. Warren
Roberts, Dennis Ray
Spence, William Gaston
Temple, George Harrell
Tillotson, Viola May
Young, James Newson

6. Recessional—

7. Benediction—Reverend J. A. McRainy ('43) Pastor—Florence, Mississippi.

The grace of the Lord Jesus Christ, and the love of God, and the communion of the Holy Spirit, be with you all. Amen.



CLIFTON MERRITT HAMILTON receives diploma from his father.

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# MILLSAPS COLLEGE BULLETIN

Jackson - - Mississippi

PUBLISHED MONTHLY DURING THE COLLEGE YEAR BY
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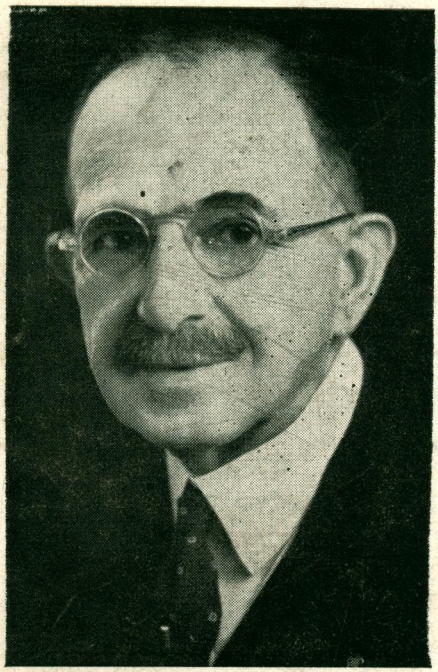
VOLUME XXXI NOVEMBER, 1947 NUMBER 2

## HONORING



DR. J. M. SULLIVAN

## M. L. SMITH

PRESIDENT MILLSAPS COLLEGE

Think of being the teacher of young people for 55 years! Dr. J. M. Sullivan has been just that but more. He has not only been teacher but friend. I mean that Dr. Sullivan not only has a great mind but also a great heart. He is one of those rare gentlemen who rates high on a close-up view. The truth is the more you know about J. M. Sullivan the more respect you have for him. That is the greatest compliment I or anyone can pay him. As president of the college to which Dr. J. M. Sullivan has devoted the full measure of his magnificent life, I am glad to dedicate this special bulletin.

## BISHOP J. LLOYD DECELL

JACKSON AREA

In 1745 Mr. Wesley asked at Conference, "Can we have a Seminary for laborers"? The answer was, "Not 'till God gives us a proper tutor."

"There was a man sent from God whose name was John. The same came for a testimony of the Light, that all through it might believe." (John 1:6-7)

John Magruder Sullivan's testimony to truth has enlightened a generation. Through him many young men and women have seen the Light of Life.

Doctor Sullivan and I have been associated together in the work of the Church and the Institutions and Causes of the Church for nearly thirty years. I know him intimately, and I have never known a better man. He is a leader because he has never ceased to study and work. His physical alertness, intellectual strength and spiritual devotion make him a "proper tutor," a witness to truth and bringer of Christ.

I shall ever be grateful for the inspiration he has been and is to my life, and for his unselfish and useful service as a great Teacher, loyal Churchman and genuine Christian.



## J. REESE LIN

PROFESSOR EMERITUS HISTORY & PHILOSOPHY

President M. L. Smith has asked me to write a short contribution to a booklet to be issued by Millsaps College in honor of Doctor J. M. Sullivan, senior member of the Faculty of Millsaps College. To comply with this request is for me both an honor and a privilege.

When I came to Millsaps College in 1912 my first visitor was Doctor Sullivan, then in his tenth year of service to Millsaps. He was then Head of the Department of Chemistry and Geology, and Vice-President of the College. His charming personality and winning courtesy made a fine impression on me, and my appreciation of his character and work has grown steadily during the ensuing years. Later he added to his other services the position of Treasurer of the College, and thus assumed additional burdens. But in this as in all other respects, he sought no rewards save increased usefulness. Always he has followed the counsel of his Master, who said, "If any one of you would be great, let him be the servant of all."

He was well-born of unusually fine parents. His father was for long years the leader of his clerical brethren in the North Mississippi Conference, coming to that eminence because of his learning, his saintly character and his personal force. His mother was a cultured Christian Woman. She made a true home for her husband and children, and trained her son as the well-beloved Timothy was trained in the time of Paul, and from his youth Doctor Sullivan was brought up in the nurture and admonition of the Lord. By nature he has a fine mind, and he early adopted the ideal of devoting his whole life to becoming good and wise. To piety and learning all his powers were unflaggingly given throughout his life, and in both these ideals he has achieved a notable success. His academic record is impressive. He holds one B. A. degree, two M. A. degrees, and one Ph. D. degree. All were attained in institutions of high rank, and he gained high distinction in all, usually leading his classes.

He early married most happily an unusually fine girl who has made him a happy home for fifty years. He has taught in church schools practically all his life. He could have gone into secular colleges of high rank, but he preferred the schools of his church. He has been accorded the highest honors of the Methodist Church attainable by a layman. He never pulled a wire to advance himself, nor made a promise to gain an advantage. He is as nearly unselfish as any man I have ever known.

Not only does he know the fields in which he teaches, but he can teach others. His charming courtesy to all his pupils, his sympathy with the foibles and the aspirations of young people, his tireless patience with those who find learning difficult, the smile in his face, and the twinkle in his eye — all these endear him to young people. He loves and understands them, and they respond to him in kind. His innate dignity and his mastery of his subjects win respect, and his kindly spirit wins affection. Few instructors have been more loved than he.

Doctor Sullivan has given excellent instruction in his subjects, but it has not been of the factual kind to which many teachers of science confine themselves. The material world is not to him or his students the product of matter and motion, but he has taught science as it should be taught, in its universal setting. To him and to those who learn from him the material universe is only one manifestation of the underlying spiritual universe which is the garment by which we see God. Fundamentally his deepest interest is in religion. No one can stay with him long without divining this. For the greatest thing he has taught is that he has communicated simply by being what he is. Great teachers communicate their personalities to their pupils. Especially is that true in the physical sciences. The facts one learns in science today are superceded or transmuted by discoveries made tomorrow. In the light of later knowledge they are seen to be only partial truths, and take their subordinate places in a larger scheme which in turn is merged into a still larger whole. Facts learned in the classroom fade in time. Saturn still devours his offspring. But an outstanding



personality abides in undiminished influence in the memory of students. In fact, it grows with the years, having in it the principle of enduring life.

Millsaps College does well to honor him. He has taught more than two-thirds of the students who have come to Millsaps in her fifty-two years of existence. He has been with the college after her tenth year, having come to his position forty-two years ago. In all that time every student who has come under his influence has become wiser, better, and more confirmed in lofty ideals. In ways outside the classroom he has reached those who had no formal work with him. In every student activity he has taken part.

He has taken wide interest in the political and social world around him, and in church activities. His sympathies have extended to the oppressed in foreign lands, and to those who sit in spiritual darkness. To all these he yearns to carry the lamp of life. Not for him a cloistered life of learning, but a life ever growing and developing.

His forward look may be in part due to the fact that he seems almost to have found the fountain of perpetual youth in his own physical vigor. Though he is in his later seventies, his form is not bowed. His hair is still black, though not abundant, his step is springy, he still walks swiftly with the stride which has for years taxed the endurance of pupils who went with him on geological trips, and his eyes twinkle with kindness and humor as they did thirty years ago. And his mind, in my opinion is, if anything, more vigorous and alert than it was when I first knew him. Years have simply deepened his insight and ripened his judgment.

When a musical note is sounded near a piano the appropriate chord in the piano takes up the musical note and vibrates with a deepened counterpart of the music. The deepest passion in the human soul is a longing for the sound of the voice of God, and it recognizes instinctively and responds to that note in the soul of a true fellow dweller in the spiritual world. When a man or woman, boy or girl hears the deep note of devotion in Doctor Sullivan's soul



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he responds with an unforgetable thrill. And all have heard that note.

Doctor Sullivan is a citizen of two worlds, the world of sense and the world of spirit. Oliver Wendell Holmes says that a tree is not old so long as it makes a little new wood ever year. By that test our beloved Senior Professor will never grow old.

Still young in spirit, still looking forward with faith and hope, we formally retire him from active duty. But he will still be with the young and the old, a charming comrade of both, for many years — we hope. May his bow long abide in strength and his later years be serene and full of health.

Doctor Sullivan has filled a unique and inspiring place in creating the spiritual entity which is Millsaps College. And his influence will be felt long after he has passed from the visible world into the real world, which is the spiritual home of all who have fought the good fight and kept the faith.

When he passes, as all men must, he will not really die, he will simply

*"Join the Choir Invisible of the immortal dead*
*Who live again in minds made better by their presence."*



## RAYMOND MCCLINTON

VICE- PRESIDENT S. P. McRAE COMPANY

It has been my good fortune to know Dr. J. M. Sullivan for approximately fifteen years both as a student of his, as a neighbor and fellow citizen, and the influence of his fine Christian character has always been an inspiration. As a student in his Chemistry class, we found that he was more anxious to teach Christian principles than to teach chemistry. He put each student on his honor and assumed that he was absolutely honest unless proven otherwise.

To me, one of Dr. Sullivan's finest traits is his willingness to stand by his principles, and his consistent stand on the liquor question has been a steady influence in this state in behalf of the laws against intoxicating beverages.

As a Christian layman, he has been most outstanding and the recognition of his lay work by the Methodist Church at Lake Junaluska this summer shows that his influence has been felt throughout the nation. Millsaps College and our state are most fortunate to have had for these years this fine teacher and layman.

I personally appreciate and cherish his friendship and association and hope that he will continue to enjoy good health and years of continued service to his community, college and church.

## BRUNNER M. HUNT

DISTRICT SUPERINTENDENT JACKSON DISTRICT METHODIST CHURCH

Dr. J. M. Sullivan has been a great inspiration to me. I have listened to him with rapt interest in Sunday School classes, to his commencement addresses in the public schools, to his Laymen's Day messages in the churches, to his appeals in the conferences of the Church. His leadership in lay activities has made him the outstanding Conference Lay Leader in Methodism. His notable service in this realm will continue to be a source of inspiration to those who shall follow him.

But my admiration for Dr. Sullivan began while I was a student in Millsaps College. His deep interest in Chemistry, Geology and associated sciences stirred the imagination of his pupils.

Dr. Sullivan endeared himself to us because he took a personal interest in his students. He desired the best in life for every one. He shared his moral and spiritual aspirations. He inspired our confidence. We have forgotten many of the lessons in science, but we can never forget the greatness of the soul of the teacher. The influence of the personality of the teacher upon the pupil is the greatest service of the Christian teacher. Many of us today rise to call blessed our good friend and former teacher, Dr. J. M. Sullivan.



## GARNER M. LESTER

MANAGER G. M. LESTER AND COMPANY

In my business I am coming in contact more and more with Chemistry. We are now selling ammonium nitrate and anhydrous ammonia is on the market. All of this brings to my mind once again the pleasant association that I have had with Dr. J. M. Sullivan, not only in the classroom but on the outside.

I am grateful that I had the opportunity of attending a small college where the students and professors were not too far apart. To me he is a distinct part of Millsaps College, and even though he has now retired from active work at the College, I want him to know that I appreciate what he taught me the four years I was there, and even more than that, the fellowship and friendship we have enjoyed for so many years.

## J. B. PRICE

PROFESSOR OF CHEMISTRY MILLSAPS COLLEGE

In an age when industrial firms are making a great show about honoring their employees who have long service records, it is fitting and proper that we at Millsaps College pay tribute to Dr. Sullivan who is finishing his forty-second year as a member of the faculty. While employees of most industrial firms spend the greater part of their time with inanimate things like accounts and machines, Dr. Sullivan has been concerned with the task of helping young men and women prepare themselves for more useful living. Surely his is a much greater achievement.

Dr. Sullivan has been blessed with many talents, and he has an enviable record of accomplishments in many fields of activity. Others will doubtless speak of his relationship to the Methodist Church, and perhaps something will be said of his dream, followed by years of hard work, which brought into reality the new Science Hall. As a former student and associate on the faculty, for the past fourteen years, it is my opinion that his most outstanding trait is his devotion to his duty as a teacher. He has always felt a personal responsibility for each individual student, and there is no limit to the time he will spend coaching those who need help.

There is really no conflict between Science and Religion, but it takes a Scientist who is at the same time a consecrated Christian to present the subject matter in a sympathetic manner so as to avoid the error of raising doubt in the minds of some students. Dr. Sullivan has been equal to the task, and he has done a great service for the hundreds of young men and women who have finished his geology courses with outlooks broadened, and religious faiths strengthened.

The record of Dr. Sullivan's forty-two years of service is a pattern and a challenge to the rest of us who are his colleagues on the faculty. He has contributed liberally of himself to this institution, and few people, now living, will have the opportunity of matching his contribution.



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## G. L. HARRELL

PROFESSOR EMERITUS PHYSICS & ASTRONOMY MILLSAPS COLLEGE

Forty-two years ago the acquaintanceship leading to the friendship and incidents herein recorded was made.

The writer on a trip from Jackson, Louisiana, to Jackson, Mississippi met and was entertained in the home of Dr. and Mrs. J. M. Sullivan, whom he succeeded as Professor of Natural Science in Centenary College of Louisiana, Jackson, La.

Nine years elapsed before another meeting. In the meantime this writer went hither and yon — first to Epworth University, Oklahoma City, back to Centenary, now opened in Shreveport, then to Mansfield College, as President, then to Winfield High School, to L. S. U., again to Centenary and finally resigning at Centenary to accept, in 1911, the newly established Associate Professorship of Physics and Biology in Millsaps College therewith beginning the long association with the princely gentleman and true scientist, Dr. J. M. Sullivan, who, under the provisions of the retiring act, could be relieved of all teaching responsibilities, yet prefers to give some of his time to teaching two classes in the field so dear to his heart. Through these thirty-three years until his retirement at the close of the session 1943-44 the friendship has grown into real devotion.

With his retirement the writer is left as the oldest member of the faculty in point of active service which accounts for his selection to perform this pleasant duty.

So much for the introduction!

John Magruder Sullivan first saw the light of day in the home of a Methodist minister, Dr. William Thomas Jefferson Sullivan, in Woodville, Mississippi on August 16, 1866. (All those who have accompanied him on trips to the Petrified forest at Flora and to Moody's Branch will insist that it must have been 1876). His father was prominent in the Methodist ministry and in educational circles in Mississippi and it is not strange that the son's lifework was patterned in the same fashion.

His father upon graduation from the University of Mississippi offered himself to the Board of Missions of the Methodist Episcopal Church, South, as a Missionary to Japan and was accepted but upon the advice of Bishop Paine he entered Tulane University to pursue a medical course in order to prepare himself better for the work ahead in the missionary field. He received the degree of Doctor of Medicine after completing the course.

The civil war prevented his going to the missionary field. He became a chaplain in the Confederate army.

The father believed very strongly in the classics and instructed the son in Latin at a very early age as well as in Astronomy and Biology — the laboratory of the one being at his feet, and that of the other overhead.

With this background, the lad had only to follow the beam to his present achievement in the field of science.

His preparation and collegiate training included six years of Latin and four of Greek. He received the degree of Bachelor of Arts from Centenary College in 1887. He was elected Principal of the Centenary Preparatory Department and served two years after which he entered the Graduate School of the University of Mississippi where he pursued courses in Mathematics, French and Economics.

He received the Master of Arts degree from the University of Mississippi in 1890 at the hands of Chancellor Edward Mayes with whom he was later associated as a colleague in the faculty of Millsaps College.

When elected to the chair of Natural Science (Chemistry, Geology, Physics, Astronomy) in Centenary College he changed his major from Economics to Chemistry.

During a leave of absence he entered Vanderbilt University where his major was Chemistry and minors were Geology and Astronomy. During the session 1896-97 he was assistant in Astronomy in the Vanderbilt Observatory in which observatory the famous American astronomer Edward Emerson Barnard began his career.



He received the Master of Arts degree from Vanderbilt in 1897 and the Doctor of Philosophy degree in 1900.

In 1902, upon the resignation of Dr. A. M. Muckenfuss as professor of Chemistry and Physics in Millsaps College, he was elected to fill the vacancy and during these forty-two years has wrought well in the classroom, in the laboratory, and in the field.

It is the desire and prayer of his colleagues and students that he may have many years to look back upon and ponder the fruits of his labors.

At the regular commencement, June, 1944, he was made Emeritus Professor of Chemistry and Geology.

He continued to teach classes in Geology to the close of the session of 1946-47 thus completing sixty years as a teacher.

Millsaps College conferred upon him the degree of Doctor of Science at the commencement of 1946 in honor of his long and faithful service to the college, the church, and the state.

The earlier reference to the petrified forest near Flora, Mississippi, and to Moody's Branch at Jackson will call to mind the numerous geological trips, near and far, on which Dr. Sullivan has conducted his students. His greatest and most productive research has been in Geology—one of his minors. The Geology of Mississippi has been greatly enriched by his discoveries.

The chief among these are briefly outlined here in the order of discovery and identification:

1st. Natural Gas in Mississippi.

The first evidence of the presence of natural gas in this state December 6th, 1907. A deep well was being bored on the Edwards House property for the Messrs. Enochs, owners of the property, with the hope of supplying an abundant flow of artesian water for the hotel. During the process Dr. Sullivan was engaged to analyze water obtained in geological formations at various depths. When the boring

had reached a depth of 1,440 feet, water rose in the well casing and flowed freely from the pipe at a level two or three feet above the surface of the ground. About a gallon of the fresh water was collected, tightly sealed, and taken by Mr. J. L. Enochs directly to Dr. Sullivan for analysis. The attention of Mr. Enochs was at once called to the numerous gas bubbles rising through the water. Later, when a burning match was brought to the mouth of the container, the gas was ignited and burned with a bluish flame to the surface of the water. The experiment was repeated at the well with similar result. At the request of Dr. Sullivan, a special joint of pipe was fitted with a smaller outlet above for the gas, which burned with a twelve-inch flame while the water poured out a few inches below. The Jackson papers of December 6th and 7th carried descriptive stories under such headings as the following: "Interesting Discovery at the Edwards Artesian Well" . . . "A small but steady flame of what may eventually prove a good quality of illuminating gas was discovered this morning at the artesian well by Dr. J. M. Sullivan." "Edwards House Well Spouts Fire and Water." "Nearly Everyone In the City Visited the Scene Yesterday To Take a Look at the Phenomenon."

The contract of the Company for securing artesian water had been completed, and conditions were not favorable at that time for deeper exploration in search for the geological source of the natural gas and a direct supply. This was accomplished in the Jackson area about fifteen years later.

2nd. Almost Complete Skeleton of Fossil Whale. Extinct sp. Zygorhiza kochii.

During the summer of 1926 Dr. Sullivan was making geological observations on marl of the Jackson Formation near Melvin, Alabama, about one mile from the Mississippi state line, when he discovered that the projecting points of several rows of teeth indicated the presence of the petrified head of a whale. A large mass of the hardened marl surrounding the specimen was later removed and shipped to Jackson where Dr. Sullivan spent many hours in Webster



Science Hall engaged in the tedious process of removing the encasing stony material from the fossil parts. It was found that much of the skeleton of an adult individual was well preserved, including the skull, both lower jaws, many of the teeth, vertebra, ribs, and both ear bones, which is unusual.

3rd. A more significant and quite as complete fossil whale, of the same species as the one just mentioned but much younger individual, was discovered in 1933 in a mass of Upper Jackson marl excavated near the Jackson Water Works plant. The remarkable peculiarity of this specimen is the fact that the skull and jaws contain portions of both sets of teeth, the erupting permanent teeth being preserved in the process of displacing the deciduous teeth *in situ,* and also, according to Dr. Remington Kellogg of the U. S. National Museum, it is one of three such specimens of fossil whale known, the other two being in museums at Frankfort and Munich, Germany.

4th. Gorgonian Coral, new genus, new species.

This specimen taken from the Moody (Lower Jackson formation) at Town Creek, Jackson, was submitted in 1934 to Dr. Waldo Schmitt of the U. S. National Museum for observation. It was later submitted by him to other coral specialists in this country, and finally sent to Dr. Sidney J. Hickson, Cambridge, England, whose report was received December 7, 1937, and communicated by Dr. Schmitt to the Journal of The Washington Academy of Sciences, Vol. 28, No. 2, February 15, 1938. In his report Dr. Hickson states that this fossil is part of the axis of an alcyonarian coral that cannot be referred to any known genus and suggests that it be called *Eogorgia sullivani.* The description is therefore made, in the Journal mentioned, under the accepted name: *Eogorgia sullivani* Hickson, n.gen. and sp.

5th. A New Conch from the Lower Jackson.—*Galeodea millsapsi* Sullivan and Gardner, n.sp.

This specimen was found in the Moody Marl at Town Creek, Jackson, and was taken, along with other material,

to the U. S. National Museum and brought to the attention of Dr. Julia Gardner, a specialist in the department of Mollusks. She pronounced it a new species and "the largest and finest of our Eocene *Galeodea,*" and suggested that it be named in honor of Millsaps College. An illustrated description of this specimen may be found in U.S.G.S. Professional Paper 193-B. Dr. Sullivan has since procured three or four other individuals of *Galeodea millsapsi* from the same locality.

6th. A New Titanothere from the Eocene of Mississippi.—*Notiotitanops mississippiensis,* new genus and sp.

This fossil, taken from a creek bed near Quitman, Mississippi, in 1940, is the skull of a new titanothere in which the fourteen molar and premolar teeth, two canines, and one globular incisor are in a remarkable state of preservation and allignment. Most of the teeth of the lower jaws are in place. This specimen is of peculiar significance for several reasons: first, in its remoteness from any other recorded distribution of titanotheres (an extinct mammal of the same family as the rhinoceras, the horse, and the tapir); and second, in enabling geologists to establish a more perfect continental sequence between the Rocky Mountain and Great Plains areas and the marine Eocene of the Gulf Costal Plain. *Notiotitanops mississippiensis* is the first titanothere to be found in this country east of the Mississippi River or further south than Nebraska. It was named by Dr. Gazen and a full illustrated description may be found in Smithsonian Miscellaneous Collections, Vol. 101, Number 13, by C. W. Gazen, U. S. National Museum, and J. M. Sullivan, Millsaps College.

7th. Teeth of the Mosasaurian *Globidens alabamaensis* Gilmore.

Numerous teeth, pieces of petrified jaws and ribs found in the Selma chalk in Lee County, Mississippi, represent a little known Mosasaurian (an extinct marine reptile peculiar to the Cretaceous Period). According to Dr. C. W. Gilmore of the U. S. National Museum, these teeth are of special interest in that they establish a new and second occurrence of this particular Mosasaurian, and especially in definitely locating its occurrence as being in the Selma chalk.



Dr. Sullivan's work has not been confined to the class room, the laboratory or field trips. He has contributed articles on Chemistry, Astronomy and Geology to religious and secular periodicals, as well as contributions on various educational subjects. "The Pulpit and Science," an address prepared at the request of Dr. J. L. Decell, late Bishop of the Methodist Church, was delivered at the Jackson District Conference and on other occasions, and later published in the Methodist Quarterly Review.

He has been a member of the General Board of Lay Activities of the church since its organization in 1922 and at the Southeastern Jurisdictional Conference of 1944 was elected to serve for another quadrennium. He is now completing his twenty-fifth consecutive year as Conference Lay Leader of the Mississippi Annual Conference.

He has been a delegate to the following quadrennial meetings of the General Conference of his church: M. E. Church, South, 1922, Hot Springs Arkansas; M. E. Church, South, 1934, Jackson, Mississippi; M. E. Church, South, 1938, Birmingham, Alabama; Uniting Conference of the Three Methodisms, 1939, Kansas City, Missouri; The Methodist Church, 1940, Atlantic City, New Jersey; Southeastern Jurisdictional Conference, 1940, Asheville, North Carolina; The Methodist Church, 1944, Kansas City, Missouri; Southeastern Jurisdictional, 1944, Atlanta, Georgia. Represented the Conference Board of Lay Activities at the Sesqui-Centennial of American Methodism, 1934, Baltimore, Maryland.

He served as Vice-President of Millsaps College from 1906 to 1923.

The most important event in the life of Dr. Sullivan occurred while he was a young professor in Centenary College when Pattie Caruthers consented to cast her lot in life with him. They were married December 18, 1894. Nobly has she played her part.

Their's has been an ideal Christian home blessed by their children (four daughters and a son) and their children's children.

The student's who sat at his feet, the friends who have watched his tireless efforts rejoice that he is still able to carry on so vigorously as teacher in the department of which he was the head for such a long time.

As a memorial, his name is written in bronze over the entrance to the building which bears his name and in which he has labored so faithfully and untiringly.

It has been a privilege and indeed a blessing to have worked through these thirty-six years side by side with Dr. Sullivan.

It is proper to say in conclusion that this tribute to Dr. Sullivan while begun in 1944 at the time of his election to the Emeritus relationship it has been held for release until the time of actual retirement from teaching. The more technical part dealing with scientific nomenclature was done under his guidance. Thus at the end of his sixty years of teaching the love and admiration recorded above are representative of those who sat at his feet and walked by his side.